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ABSTRACT

This unit planning grid outlines the expectations of Delaware high school students for basic music studies. The grid identifies nine standards for music: (1) students will sing, independently and with others, a varied repertoire of music; (2) students will perform on instruments, independently and with others, a varied repertoire of music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music within specific guidelines; (5) students will read and notate music; (6) students will listen to, describe, and analyze music and music performances; (7) students will evaluate music and music performances; (8) students make connections between music, the other arts, and other curricular areas; and (9) students will understand music in relation to diverse cultures, times, and places. It contains information for specific performance activities for each standard and lists performance indicators for each standard. (BT)

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Delaware Department of Education

Unit Planning Grids for Music - Grade 9 – 12 Basic

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SO 033 709

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MUSIC UNIT PLANNING - GRADES 9-12 BASIC

Standard 1: **Students will sing, independently and with others, a varied repertoire of music.**

A. Students will sing alone with accuracy using good breath control, and within their singing ranges.

B. Students will sing expressively a varied repertoire of solo and choral literature with a difficulty level of 3, including some songs performed from memory.

C. Students will sing music representing diverse genres and cultures, with expression standard for the work being performed, some in the original language.

D. Students will sing music written in four parts, with and without accompaniment.

E. Students will demonstrate well developed ensemble skills, blending vocal timbres, matching dynamic levels and intonation, and responding to the gestures of a conductor.

F. Sing a repertoire of choral literature with expression and technical accuracy, a difficulty level of 3-4, with most songs performed from memory.

		UNIT NUMBERS																	
PERFORMANCE INDICATORS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.701	sing independently and/or with others accurately.																		
9.702	sing with intelligible diction, correct posture, and good breath control using a vocal range of at least one octave.																		
9.703	sing expressively using given dynamics.																		
9.704	sing using standard phrasing techniques.																		
9.705	sing using interpretation consistent with the genre.																		
9.706	sing a varied repertoire of solo and choral literature with a difficulty level of 2 to 3 including some from memory.																		
9.707	sing music representing diverse genres and cultures with expression standard for the work performed, some in original language.																		

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9.708	sing songs in unison, two, three, or four parts; with and without accompaniment.																				
9.709	demonstrate ensemble skills: blending vocal timbres, matching dynamic levels and intonation.																				
9.710	sing in groups, responding to the gestures of a conductor.																				
9.711	sing from memory a level 3 to 4 repertoire of choral literature with expression and technical accuracy.																				

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Standard 2: **Students will perform on instruments, independently and with others, a varied repertoire of music.**

A. Students will perform accurately on at least one instrument, in solo and groups, with appropriate technique.

B. Students will perform expressively, using given dynamics, phrasing, and interpretation.

C. Students will perform music representing diverse genres and cultures, with expression, and on instruments appropriate for the work being performed.

D. Students will perform by ear melodies on a melodic instrument and accompaniments on a harmonic instrument.

E. Students will perform in groups, blending instrumental timbres, matching dynamic levels, style, and intonation, and responding to the gestures of a conductor.

F. Students will perform a designated part in an ensemble.

G. Students will perform a repertoire of literature with expression and technical accuracy on at least one string, wind, or percussion instrument with a difficulty level of 3-4.

	PERFORMANCE INDICATORS	UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.712	perform accurately on at least one instrument in solo and groups with standard technique.																		
9.713	perform expressively using given dynamics.																		
9.714	perform using standard phrasing techniques.																		
9.715	perform using interpretation consistent with the genre.																		
9.716	perform a varied repertoire of solo and instrumental literature with a difficulty level of 2 to 3 including some from memory.																		
9.717	perform with expression music representing diverse genres and cultures.																		

9.718	echo melodies and harmonies on instruments.																					
9.719	demonstrate ensemble skills: blending instrumental timbres, matching dynamic levels and intonation.																					
9.720	perform in groups, responding to the gestures of a conductor.																					
9.721	perform independent instrumental parts while other students sing or play contrasting parts.																					
9.722	perform a repertoire of literature with expression and technical accuracy on at least one string, wind, or percussion instrument with a difficulty level of 3 to 4.																					

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Standard 3: **Students will improvise melodies, variations, and accompaniments.**

A. Students will improvise original melodies over given chord progressions, in a meter and tonality consistent to the style.

B. Students will improvise melodic embellishments on given melodies in various tonalities.

C. Students will improvise harmonizing parts in a given style.

		UNIT NUMBERS																	
	PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
9.723	improvise original melodies and variations over given chord progressions, in a meter and tonality consistent with the style.																		
9.724	improvise melodies using computers with sequencing software and MIDI-interfaced controllers.																		
9.725	improvise short melodies over given rhythmic accompaniments.																		
9.726	improvise short melodies using various meters.																		
9.727	improvise short melodies over simple chord progressions.																		
9.728	improvise short melodies using various tonalities.																		
9.729	improvise a variety of harmonic accompaniments.																		

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Standard 4: **Students will compose and arrange music within specific guidelines.**

A. Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

B. Students will arrange pieces using voices or instruments different from those for which the pieces were originally written in ways that preserve or enhance the expressive effect of the music.

C. Students will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.730	compose music in several distinct styles.																		
9.731	demonstrate the ability to manipulate the elements of music.																		
9.732	arrange compositions for voices or instruments different from those for which the composition was written.																		
9.733	compose and arrange music demonstrating knowledge of the ranges and capabilities of various voices and instruments.																		

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Standard 5: **Students will read and notate music.**

A. Students will read and perform whole, half, quarter, eighth, sixteenth, and dotted notes and rests in a variety of simple, compound, and complex meters.

B. Students will sight read simple melodies in two or more clefs.

C. Students will follow a full instrumental or vocal score.

D. Students will use standard notation to record their musical ideas and those of others.

E. Students will sight read music accurately, and expressively, with difficulty level of 2-3.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.734	read and perform rhythms containing whole, half, quarter, eighth, sixteenth, dotted notes, triplets and rests in a variety of simple, compound, and complex meters.																		
9.735	sight read melodies containing intervals up to an octave, notated in two clefs.																		
9.736	follow an instrumental score and a vocal score, each in four staves.																		
9.737	use standard notation symbols to record their musical ideas and those of others employing a variety of media and current technology.																		
9.738	sight read accurately music with a difficulty level of 2 to 3.																		

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Standard 6: **Students will listen to, describe, and analyze music and music performances.**

A. Students will listen and move to music that contains changes and contrasts of musical elements.

B. Students will listen and identify the sounds of a variety of instruments and voices.

C. Students will describe specific music events in a given aural example using correct terminology.

D. Students will analyze the elements and expressive devices of music in aural examples in varied repertoire.

E. Students will identify song forms aurally (e.g., AB, ABA, canon).

F. Students will demonstrate extensive knowledge of the technical vocabulary of music.

G. Students will identify and explain compositional devices and techniques used in a musical work; compare and contrast the use of those techniques between different compositions.

		UNIT NUMBERS																	
	PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
9.739	listen to and describe the changes and contrasts of musical elements in the notation of musical composition.																		
9.740	listen to and identify by timbre and range specific sound sources of a musical composition.																		
9.741	describe in detail specific music events in a given aural example using correct terminology.																		
9.742	analyze the elements of music in aural examples in a varied repertoire.																		
9.743	identify binary, ternary and related forms in aural examples.																		
9.744	analyze and describe music using music vocabulary correctly.																		
9.745	identify and explain compositional devices and techniques.																		
9.746	compare and contrast compositional devices and techniques.																		

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Standard 7: **Students will evaluate music and music performances.**

A. Students will develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

B. Students will explain personal preferences for specific musical works and styles using appropriate music terminology.

C. Students will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

D. Students will evaluate a given musical work and determine what musical qualities or elements were used to evoke feelings and emotions.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.747	develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.																		
9.748	apply the developed criteria in their personal participation in music.																		
9.749	defend personal preferences for specific musical works and styles using correct music terminology.																		
9.750	evaluate a performance, composition, arrangement, and improvisation by comparison to and contrast with similar or exemplary models.																		
9.751	evaluate the use of musical qualities or elements in a composition in terms of evoking feelings.																		

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Standard 8: **Students make connections between music, the other arts, and other curricular areas.**

A. Students will explain and cite examples of how elements, artistic processes, (e.g., imagination or craftsmanship), and organizational principles (e.g., unity, variety, repetition, contrast) are used in similar and distinctive ways in the various art forms.

B. Students will compare characteristics of two or more art forms within a particular historical period or style and cite examples from various cultures.

C. Students will explain ways in which the principles and subject matter of other curricular areas are interrelated with those of music.

D. Students will compare how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.752	explain and cite examples of how elements are used in similar and distinctive ways in various art forms.																		
9.753	explain and cite examples of how artistic processes are used in similar and distinctive ways in various art forms.																		
9.754	compare characteristics of two or more art forms within a particular historical period or style and cite examples from various cultures.																		
9.755	explain ways in which the principles and subject matter of the other curricular areas are interrelated with those of music.																		
9.756	compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.																		

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Standard 9: **Students will understand music in relation to diverse cultures, times, and places.**

A. Students will classify unfamiliar, representative aural examples of music by genre, style, and by historical periods or culture.

B. Students will describe distinguishing characteristics of representative music genres and styles from various cultures.

C. Identify and cite representative examples of various roles that musicians played in different historical periods.

D. Students will identify and explain the characteristics that cause a musical work to be considered culturally, historically, and/or geographically significant.

E. Identify sources of American music genres; trace the evolution of those genres and identify well-known musicians associated with various genres and styles

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.757	classify familiar and unfamiliar representative aural examples of music by genre and style.																		
9.758	classify familiar and unfamiliar representative aural examples of music by historical periods or culture.																		
9.759	describe distinguishing characteristics of representative music genres and styles from a variety of cultures.																		
9.760	identify and cite representatives examples of various roles at musicians played in different historical periods.																		
9.761	identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant.																		
9.762	identify sources and trace the evolution of American music genres.																		
9.763	identify well-known musicians associated with American music genres.																		